

AUBURN UNIVERSITY SCHOOL OF NURSING



STUDENT ORIENTATION HANDBOOK

2018-2019

Notice!

The information contained in this handbook is critical to your success in our school. Please read it carefully as you are responsible for complying with all of the School of Nursing policies.

TABLE OF CONTENTS

HISTORY OF THE SCHOOL	5
MISSION AND VISION	6
AUSON CURRICULAR OUTCOMES.....	6
GENERAL INFORMATION	10
PROFESSIONAL PROGRAM.....	10
Traditional Program	10
RN to BSN Program	13
Essential Functions for the Professional Nursing Program.....	16
Progression	17
ACADEMIC PROCEDURES	17
Auditing	17
Change of Address.....	18
Changes in Final Examination Time	18
Classification	18
Course Load.....	18
Dean's List.....	18
Electives	18
Fee Payments	18
Advisement.....	18
Prerequisites and Required Courses	18
Transfer Credit	18
Upper Division Courses.....	18
Financial Aid.....	18
Procedure for Filing a Complaint	19
POLICIES AND PROCEDURES FOR PROFESSIONAL STUDENTS.....	19
Class and Clinical Attendance	19
Clinical Evaluation	20
Grading.....	21
AUSON Testing Policy.....	21
Evolve/HESI	22
Clinical Calculations.....	24
Immunization Record Management.....	24
CPR Certification	24
Health Insurance	25
TB Skin Tests	25
Hepatitis B Vaccination Policy	25

Flu Vaccine.....	25
Background Check	25
Injury in the Clinical Setting.....	25
Clinical Experiences	25
Home Visits	26
Nursing Learning Resources Center.....	26
EAGLES Center	26
Transportation	26
Uniform Guidelines	26
Disruptive Behavior	27
Licensure.....	27
Patient Confidentiality Agreement.....	28
Authorization To Release Educational Information/FERPA.....	29
Student Drug Screen Policy	31
Policy Regarding Suspicion of Chemical Impairment	32
 STUDENT ORGANIZATIONS AND ACTIVITIES.....	 37
 AWARDS	 38
 OTHER STUDENT INFORMATION	 39
Student Success Program	39
Academic Honesty	39
Auburn University & School of Nursing Oaths of Honor.....	39
Social Media Policy	43
Student Handbook Acknowledgement	45

HISTORY OF THE SCHOOL

The Auburn University School of Nursing (AUSON) was established in 1979 and admitted the first class of 27 juniors in the fall quarter of that year. Most of the students were recruited from the pre-nursing curriculum in the School of Home Economics. There were five full-time faculty the first year. Twenty-four students were graduated in the first class in 1981.

The first Dean of the School, Mary F. Woody, served from 1979 until 1984. Upon her resignation, Dr. Carol Thompson was named Acting Dean and served in that capacity during the 1984-85 school year. Dr. H. Terri Brower served as Dean from June 1985 until March 1988 when she assumed a faculty position. Mrs. Winifred H. Worman was named Acting Dean in March 1988 and remained through May 1989. Dr. Edeth Kitchens was appointed Dean in May 1989 and served in that position till June 1996. Upon her resignation, Dr. Eleanor Howell served as Interim Dean until August 1996. Dr. Charlotte V. Skelton was appointed Interim Dean from September 1996 until 1999. On September 1, 1999, Dr. Barbara Witt assumed the position of AUSON Dean. Following Dean Witt's retirement, Dr. Gregg Newschwander was appointed Dean in January, 2010.

The AUSON is approved by the Alabama Board of Nursing and was accredited by the National League for Nursing (NLN) from 1981-2006. In Fall of 2006, AUSON changed accrediting agencies. The school was reviewed by the Commission on Collegiate Nursing Education at that time and granted the maximum approval in Spring of 2007. Accreditation was reaffirmed in a Fall 2011 review by the Commission.

The AUSON offers a Master's of Science in Nursing (MSN) which was approved by the Commission on Collegiate Nursing Education in Spring of 2010. The MSN has two tracks: Primary Care Nurse Practitioner and Nurse Educator. AUSON continues to experience growth in its program offerings with the addition of RN to BSN and Doctorate of Nursing Practice programs in 2018.

Auburn University School of Nursing Mission and Vision Statements

The mission of the School of Nursing is to prepare nurse leaders for the advancement of healthcare through excellence in collaborative practice, teaching, research and outreach. Our vision is to be leaders in transformational change in health and healthcare.

CONCEPTUAL FRAMEWORK

The curriculum is based on faculty beliefs about six skills areas for the baccalaureate graduate and designed to assist students to progressively develop expertise in these areas.

Communication and collaboration skills of nursing include competencies necessary to deliver patient-centered care. Professional nursing practice requires communication and collaboration among health care professionals based on respect and appreciation of the complementary roles of team members. Through an understanding of the elements and barriers to communication, the principles of effective client and family teaching, work place and organizational communication and conflict resolution, nurses improve patient outcomes by promoting health, therapeutic relationships and education. An essential part of communication is the ability to manage information, knowledge and technology to provide safe patient care and apply evidence to inform practice decisions.

Critical thinking and clinical judgment are skills that employ the processes of inquiry, analysis and application to prepare graduates for team work, interprofessional problem solving and patient-centered care. Clinical reasoning is the process; clinical judgment is the outcome. A strong emphasis on liberal education provides the foundation for developing clinical reasoning and clinical judgment. Clinical reasoning and clinical judgment in professional nursing practice are also dependent on the development of a personal value system and value-based behavior. Ethics and caring are integral parts of critical thinking and clinical judgment, guiding the application of evidence-based knowledge in clinical practice in a culturally sensitive, compassionate, patient-centered manner.

Scholarship for evidence-based practice fosters patient-centered care that utilizes technology, research with clinical expertise and patient values for optimal care. Professional nursing practice requires an understanding of how evidence is developed including the research process, information technology, interprofessional perspectives, clinical judgment and patient preferences as applied to practice. Professional nurses integrate evidence to inform practice, make clinical judgments, and use legal and ethical precepts to safeguard the rights of patients. In collaboration with other health care team members, professional nurses document and interpret evidence for improving quality patient outcomes.

Clinical prevention and population health skills focus on health promotion, disease prevention, early diagnosis, and disease management throughout the lifespan

to maximize health at the individual, family and population levels. Knowledge and skills in information and patient care technology assists professional nurses to deliver quality patient care in a variety of healthcare settings. Professional nurses help individuals and populations anticipate and minimize health consequences of emergencies and disasters. Clinical prevention refers to individually focused interventions to prevent escalation of diseases. Population focused nursing includes groups, communities or populations as units of care. Nursing of populations is the domain of professional nursing and includes prioritizing primary prevention, reaching out to those who would benefit from service and activating resources for best overall health outcomes for populations. Professional nurses collaborate with other health care professionals and populations to improve health.

Diversity skills consist of a wide range of knowledge, skills and attitudes including cultural awareness, humility, sensitivity and competency. Diversity includes the assortment of human variation such as age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background. Professional nursing requires an awareness of the unity of body, mind, and spirit, as well as one's own thoughts, feelings and values in cultivating an appreciation for diversity. Knowledge of diverse cultures promotes communication skills and culturally appropriate care that reflect sensitivity and appreciation for the diversity of others. Diversity skills are utilized in caring for all clients and are critical in the care and consideration of vulnerable populations. Vulnerable populations are those made vulnerable by circumstances including privilege, access, age, functional or developmental status, ability to communicate effectively, presence of chronic or terminal illness or disability, and personal characteristics.

Leadership skills include ethical and critical decision making, mutually respectful communication and collaboration, care coordination, delegation, and conflict resolution. These skills are built on an awareness of complex systems and the impact of power, politics, policy, and regulatory guidelines on these systems. Professional nurses must have a solid understanding of the broader context of health care, including the organization and financing of patient care services and the impact of regulatory guidelines on practice and reimbursement. Professional nursing also requires knowledge of health care policy. Moreover, professional nurses practice at the microsystem level within a constantly changing health care system. Professional nurses apply quality improvement concepts to minimize risk of harm to patients and providers within a systems framework.

Auburn University School of Nursing Curricular Outcomes

Communication and Collaboration Skills

1. Collaborate and communicate effectively with health care team members, patients and patients' support networks to implement patient-centered care including appropriate teaching for developmental stage, age, culture, and health literacy to ensure high quality outcomes.
2. Use information technologies to assist in effective communication, facilitate patient care, and integrate evidence from all relevant resources to promote high quality patient outcomes within microsystems and greater healthcare systems.

Critical Thinking and Clinical Judgment in Clinical Practice

3. Demonstrate clinical judgment grounded in theories and concepts from liberal and nursing education in the delivery of efficient, safe, compassionate, and evidence-based care.
4. Exhibit ethics, caring and accountability for patient outcomes in all aspects of professional nursing practice.

Scholarship for Evidenced Based Practice Skills

5. Implement evidence-based interventions to promote health, prevent disease and manage acute and chronic care of patients across the lifespan.
6. Demonstrate consistent self-reflection techniques to identify learning needs especially in areas where knowledge is complex and changing rapidly

Clinical Prevention and Population Health Skills

7. Implement patient-centered care emphasizing health promotion and disease prevention to individuals, families and populations reflecting an understanding of human growth and development, psychobiological factors, pathophysiology, pharmacology, and management across the health – illness continuum.
8. Use clinical judgment with attention to effectiveness, efficacy, and equality in providing nursing care during disaster, mass casualty, and other emergency situations.

Diversity Skills

9. Demonstrate a wide range of knowledge, skills and attitudes including cultural awareness, humility, sensitivity and competency.
10. Incorporate holistic assessments, awareness of values and spiritual beliefs in the delivery of quality patient and family centered, evidence-based care of diverse and vulnerable populations.

Leadership Skills

11. Demonstrate ethical and critical decision making skills, mutually respectful communication, collaboration, delegation, and conflict resolution techniques.

12. Facilitate patient-centered transitions of care using leadership skills based on current evidence, ongoing assessment of outcome measures, quality improvement and safety initiatives.
13. Coordinate and manage care for diverse individuals, families, groups and populations in order to maximize health, independence, and quality of life at the microsystem level.
14. Demonstrate an understanding of the ambiguity and unpredictability of complex factors effecting health care such as health care policy, finance, and regulatory environments including local, national and global trend on equitable care of vulnerable populations.

GENERAL INFORMATION

Today's complex health care system demands that nurses function in a variety of sophisticated clinical practice settings. At the Auburn University School of Nursing, nursing students are prepared for professional practice through a strong foundation in the professional discipline and a broad knowledge base in the clinical practice of nursing.

Beginning in the first semester of the program, students participate in clinical and classroom experiences which prepare them to function in a multifaceted health care arena. To this end, students have intensive experience in the hospital and other acute care settings as well as in community, home health, and long-term care settings. The professional curriculum also emphasizes skills that will enhance readiness for graduate study in nursing. The curriculum is strong in nursing research and computer applications, as well as leadership, management, theory, and practice.

The School of Nursing has a responsibility to prepare nurses to deliver health care in diverse settings in the state, region, nation, and beyond and to provide leadership in health education and research for Auburn University and the state of Alabama. Since many of the rural counties surrounding Auburn University are designated as medically underserved areas, the AUSON also assumes responsibility for improving health care access and upgrading primary, secondary, and tertiary health services for underserved populations.

The Auburn University School of Nursing provides undergraduate education for students wishing to prepare for careers as professional nurses. Graduates are awarded a Bachelor of Science in Nursing (BSN) degree and are eligible to take the NCLEX-RN for licensure as a registered nurse. Auburn University School of Nursing also has a MSN program that prepares advanced practice nurses, including primary nurse practitioners and nurse educators and recently added a Doctorate of Nursing Practice (DNP) program. The AUSON is accredited by the Commission on Collegiate Nursing Education and approved by the Alabama Board of Nursing.

Traditional Professional Program

Application to the Professional Program

Students are admitted to the Professional Nursing Program each year in the summer and fall semesters. Application forms are available online and must be submitted by the scheduled deadline each semester. Notification of tentative admission is given by March for both summer and fall admission.

Students must complete all courses in the pre-nursing science curriculum before beginning the clinical courses in the Professional Nursing Program. An unadjusted GPA of at least 2.5, computed at the end of fall semester prior to the next admission, is required for consideration. The 2.5 GPA must be maintained for courses taken following application and up to beginning the nursing program.

Pre-Nursing

Grades < C: Grades below “C” are not accepted in the AUSON. Transfer grades of “D” are not accepted in any subject.

Grade Point Average: Pre-nursing students who do not attain a unadjusted GPA of at least 2.5 by the beginning of the second year should consider alternative fields of study.

Advanced Standing: No CLEP or Advanced Standing credit is allowed for the natural sciences. Other credit is determined by the Academic Advisor. Test scores should be submitted first to the Registrar’s Office. Consult the *Auburn University Bulletin* (www.auburn.edu/bulletin) for further information.

Minimum Criteria for Application to the Traditional Professional Program

- Completion of all prerequisite courses as described in *AU Bulletin* with a minimum unadjusted GPA of 2.5.
- A minimum grade of “C” is required in all pre-nursing courses.
- A completed application.
- Preadmission interview.
- No more than 22 hours of pre-nursing course work outstanding.
- Must have completed 3 of 5 required sciences in pre-nursing curriculum.

Upon acceptance and prior to starting courses, each student must submit documentation of all required vaccinations, a negative drug screen, current CPR certification, health insurance, and Tuberculosis skin test. Additionally, students must be covered by malpractice insurance which will be automatically billed through the University Bursar's office. Any deviation of this process by the selected deadline may result in the applicant’s administrative withdrawal from the professional program

BSN Curriculum

Fall 2017 Admission:

Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019
<ul style="list-style-type: none"> NURS 3110- Theoretical Concepts(3) NURS 3130- EBS, Assmt & Hlth Prom (4) NURS 3141- Concepts & EBS for Nurs (3) NURS3120- Nursing Pathophysiology (3) 	<ul style="list-style-type: none"> NURS 3210- Clinical Pharmacology (3) NURS 3230- Acute Care Across Lifespan (6) NURS 3231- Acute Care Across Life Clin (4) 	<ul style="list-style-type: none"> NURS 3330- Child Family & Rep Hlth (4) NURS 3331- Child Family & Rep Hlth Clin (2) NURS 3730- Mntl Health Scr Lifespan (2) NURS 3731- Mntl Health Scr Lifespan Clin (2) NURS 4810- Leadership in Microsystems (2) 	<ul style="list-style-type: none"> NURS 4230- Chronic Cond Acr Lifespan (5) NURS 4231- Chronic Cond Acr Lifespan Clin (5) NURS 4290- Evidence Based Practice (2) NURS Elective- optional (2) 	<ul style="list-style-type: none"> NURS 4910 Professional Nursing Leadership (3) NURS 4911- Leadership Practicum NURS 4920- Transition to Nursing (2) NURS 4921- Preceptorship NURS 4930- Community Assessment Project (1) UNIV4AONU1- GRADUATION

Spring 2018 Admission:

Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019
<ul style="list-style-type: none"> NURS 3110- Theoretical Concepts(3) NURS 3130- EBS, Assmt & Hlth Prom (4) NURS 3141- Concepts & EBS for Nurs (3) NURS3120- Nursing Pathophysiology (3) 	<ul style="list-style-type: none"> NURS 3210- Clinical Pharmacology (3) NURS 3230- Acute Care Across Lifespan (6) NURS 3231- Acute Care Across Life Clinical (4) 	<ul style="list-style-type: none"> NURS 3330- Child Family & Rep Hlth (4) NURS 3331- Child Family & Rep Hlth Clin (2) NURS 3730- Mntl Health Scr Lifespan (2) NURS 3731- Mntl Health Scr Lifespan Clin (2) NURS 4810- Leadership in Microsystems (2) 	<ul style="list-style-type: none"> NURS 4230- Chronic Cond Acr Lifespan (5) NURS 4231- Chronic Cond Acr Lifespan Clin (5) NURS 4290- Evidence Based Practice (2) NURS Elective- optional (2) 	<ul style="list-style-type: none"> NURS 4910 Professional Nursing Leadership (3) NURS 4911- Leadership Practicum NURS 4920- Transition to Nursing (2) NURS 4921- Preceptorship NURS 4930- Community Assessment Project (1) UNIV4AONU1- GRADUATION

Fall 2018 Admission:

Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020
<ul style="list-style-type: none"> NURS 3110- Theoretical Concepts(3) NURS 3130- EBS, Assmt & Hlth Prom (4) NURS 3141- Concepts & EBS for Nurs (3) NURS3120- Nursing Pathophysiology (3) 	<ul style="list-style-type: none"> NURS 3210- Clinical Pharmacology (3) NURS 3230- Acute Care Across Lifespan (6) NURS 3231- Acute Care Across Life Clin (4) 	OFF	<ul style="list-style-type: none"> NURS 3330- Child Family & Rep Hlth (4) NURS 3331- Child Family & Rep Hlth Clin (2) NURS 3730- Mntl Health Scr Lifespan (2) NURS 3731- Mntl Health Scr Lifespan Clin (2) NURS 4810- Leadership in Microsystems (2) 	<ul style="list-style-type: none"> NURS 4230- Chronic Cond Acr Lifespan (5) NURS 4231- Chronic Cond Acr Lifespan Clin (5) NURS 4290- Evidence Based Practice (2) NURS Elective- optional (2) 	<ul style="list-style-type: none"> NURS 4910 Professional Nursing Leadership (3) NURS 4911- Leadership Practicum NURS 4920- Transition to Nursing (2) NURS 4921- Preceptorship NURS 4930- Community Assessment Project (1) UNIV4AONU1- GRADUATION

Spring 2019 Admission:

Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020
<ul style="list-style-type: none"> NURS 3110- Theoretical Concepts(3) NURS 3130- EBS, Assmt & Hlth Prom (4) NURS 3141- Concepts & EBS for Nurs (3) NURS3120- Nursing Pathophysiology (3) *[Could be taken Fall 2018] 	<ul style="list-style-type: none"> NURS 3230- Acute Care Across Lifespan (6) NURS 3231- Acute Care Across Life Clin (4) NURS 3210- Clinical Pharmacology (3) *[Could be taken Spring 2019] 	<ul style="list-style-type: none"> NURS 3330- Child Family & Rep Hlth (4) NURS 3331- Child Family & Rep Hlth Clin (2) NURS 3730- Mntl Health Scr Lifespan (2) NURS 3731- Mntl Health Scr Lifespan Clin (2) NURS 4810- Leadership in Microsystems (2) 	<ul style="list-style-type: none"> NURS 4230- Chronic Cond Acr Lifespan (5) NURS 4231- Chronic Cond Acr Lifespan Clin (5) NURS 4290- Evidence Based Practice (2) NURS Elective- optional (2) 	<ul style="list-style-type: none"> NURS 4910 Professional Nursing Leadership (3) NURS 4911- Leadership Practicum NURS 4920- Transition to Nursing (2) NURS 4921- Preceptorship NURS 4930- Community Assessment Project (1) UNIV4AONU1- GRADUATION

Summer 2019 Admission:

Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021
<ul style="list-style-type: none"> NURS 3110- Theoretical Concepts(3) NURS 3130- EBS, Assmt & Hlth Prom (4) NURS 3141- Concepts & EBS for Nurs (3) NURS3120- Nursing Pathophysiology (3) *[Could be taken Spring 2019] 	<ul style="list-style-type: none"> NURS 3210- Clinical Pharmacology (3) *[Could be taken Summer 2019] NURS 3230- Acute Care Across Lifespan (6) NURS 3231- Acute Care Across Life Clin (4) 	<ul style="list-style-type: none"> NURS 3330- Child Family & Rep Hlth (4) NURS 3331- Child Family & Rep Hlth Clin (2) NURS 3730- Mntl Health Scr Lifespan (2) NURS 3731- Mntl Health Scr Lifespan Clin (2) NURS 4810- Leadership in Microsystems (2) 	OFF	<ul style="list-style-type: none"> NURS 4230- Chronic Cond Acr Lifespan (5) NURS 4231- Chronic Cond Acr Lifespan Clin (5) NURS 4290- Evidence Based Practice (2) NURS Elective- optional (2) 	<ul style="list-style-type: none"> NURS 4910 Professional Nursing Leadership (3) NURS 4911- Leadership Practicum NURS 4920- Transition to Nursing (2) NURS 4921- Preceptorship NURS 4930- Community Assessment Project (1) UNIV4AONU1- GRADUATION

**Auburn University School of Nursing *Bachelor
of Science Degree in Nursing*
RN to BSN Online Track**

The RN to BSN program offers Fall and Spring admissions and is designed to be completed in three semesters. The program must be completed within three years of the start date.

ADMISSION CRITERIA

1. Admission to Auburn University
2. Completion of an accredited associate degree in nursing program or diploma program
3. Minimum GPA of 2.50 in all required prerequisite courses
4. Minimum grade of "C" in all prerequisite courses
5. Completion of all RN to BSN prerequisites from an accredited institution. Students can be admitted with up to 9 credit hours of outstanding prerequisites. Statistics must be taken during the first semester of the RN to BSN program if not taken as a prerequisite.
6. Current unencumbered RN license in the state where professional practice project hours will be completed

Upon admission to the Auburn University School of Nursing, the following are required to complete admission criteria:

1. Health form completed within the last 12 months
2. Current health insurance
3. Negative drug screen and satisfactory background check (Must be completed using the AUSON approved vendor)
4. Current CPR certification

No proof of vaccination is required for admission to Auburn University as a distance education student; however, agencies where professional project hours are completed may require proof of vaccination. The student is responsible for providing any credentialing documentation required by the agency.

RN to BSN Progression Requirements

In the professional program, a minimum grade of C must be achieved in all courses. Because the professional nursing curriculum is designed for progressive development of nursing knowledge and skills, students who earn a grade less than C in a professional program course are not allowed to progress to the next semester courses. The course in which the student earns a grade less than C may be repeated one time only. Students who earn a grade less than C in two or more professional program courses or whose GPA falls below a 2.0 will be dropped from the professional program and are not eligible for readmission.

RN to BSN Curriculum

Semester 1	Credit Hours	Semester 2	Credit Hours	Semester 3	Credit Hours
NURS 3813-Holistic Nursing Pathophysiology and Health Assessment	6	NURS 3833-Nursing Informatics and Evidence-Based Practice*	6	NURS 4843-Transition to Professional Nursing Practice*	6
NURS 3843- Formation of Professional Nursing Practice	5	NURS 4833-Leadership and Management in Professional Nursing	3	NURS 4853- Clinical Prevention and Population Health*	5
Total Hours	11		9		11

*These courses include professional practice project hours

Upon successful completion of NURS 3843, Formation of Professional Nursing Practice, RN to BSN students will be given escrow credit for the following courses:

- NURS 3110- Theoretical Concepts (3 hrs)
- NURS 3130- EBS, Assessment & Health Promotion (4 hrs)
- NURS 3141- Concepts & EBS for Nursing (3 hrs)
- NURS 3210- Clinical Pharmacology (3 hrs)
- NURS 3230- Acute Care Across Lifespan (6 hrs)
- NURS 3231- Acute Care Across Lifespan Clinical (4 hrs)
- NURS 3330- Child, Family, & Reproductive Health (4 hrs)
- NURS 3331- Child, Family, & Reproductive Health Clinical (2 hrs)
- NURS 3730- Professional Nursing Concepts/Mental Health Across Lifespan (2 hrs)
- NURS 3731- Professional Nursing Concepts/Mental Health Across Lifespan Clinical (2 hrs)

RN – BSN Prerequisites

AREA I (2 courses, 6 hours)

- ENGL 1100 English Comp I
- ENGL 1120 English Comp II

AREA II (4 courses, 12 hours)

- Core Literature World, British or American Lit I OR II
- Core Literature or Humanities (must complete a sequence of Lit or Hist)
- Core Fine Arts
- Core Humanities

AREA III (3 courses, 11 hours)

- MATH 1100 or MATH 1120 or higher Finite Math OR Pre-Calculus Algebra
- Any core science from list
- Any core science from list

AREA IV (4 courses, 12 hours)

- Core History* World OR Tech and Civ I OR II
- Core History* OR Social Science (must complete a sequence of Lit or Hist)
- PSYC 2010 or SOCY 1000 Intro to Psych OR Sociology
- Core Social Science

AREA V (4 courses, 15 hours)

Students planning to take the courses listed below at Auburn University may require additional courses to meet prerequisite requirements

- BIOL 2500 Anatomy & Physiology I / Lab
- BIOL 2510 Anatomy & Physiology II / Lab
- BIOL 3200 General Microbiology
- STAT 2510 Statistics for Bio & Health Sci.

Option for courses labeled CORE are in the Auburn University Bulletin (www.auburn.edu/bulletin) under Core Curriculum

- Students must complete all prerequisite and upper division courses with a grade of "C" or better.
- Students must have a HIST sequence and at least one Literature course OR Literature sequence and at least one History course
- Students must choose between PSYC 2010 OR SOCY 1000 for at least 3 hours of their social science credit.

*Students who have AP or transfer credit for US History must complete either ECON 2020, ECON 2030, POLI 1050, OR POLI 1090 as one of their social science options.

Essential Functions for the Professional Nursing Program

In order for safe nursing practice to occur and for students to be qualified to participate in and complete the program, all nursing students must be able to meet these essential functions with or without reasonable accommodations.

These essential functions include:

Critical thinking

Professional/Behavioral/Interpersonal Communication

Motor skills

Sensory skills

Emotional stability

Specific abilities for the essential function categories include:

Critical Thinking

- Effective clinical reasoning and clinical judgment
- Identify cause-effect relationships
- Plan/control activities for others
- Analyze and synthesize knowledge and skills
- Sequence information

Professional/Behavioral/Interpersonal

- Establish rapport with patients, families, and coworkers
- Conflict resolution
- Adhere to classroom and clinical schedules and assignments
- Remain calm in crisis situations

Motor Skills

- Sufficient motor skills or functional equivalent to provide safe nursing care.

Sensory Skills

- Sufficient sensory/perceptual abilities or functional equivalent to provide safe nursing care.

Emotional Stability

- Adapt and deal with the unexpected
- Accept responsibility and accountability
- Focus and multitask to provide safe nursing care

Students in need of accommodations to meet the essential functions should contact the Office of Accessibility at 334-844-2096 or accessibility@auburn.edu to discuss their needs. While not required to do so by any point in time, you may experience a smoother transition into the Nursing Program if done so as early as possible as some accommodations may require additional time to implement. For more information regarding the Office of Accessibility, please visit accessibility.auburn.edu.

This policy is adopted from the Council on Collegiate Education for Nursing (<https://www.sreb.org/publication/americans-disabilities-act>) and the Auburn University Office of Accessibility (<https://accessibility.auburn.edu/>). It is congruent with the outcomes presented in the document entitled The Essentials of Baccalaureate Education for Professional Nursing Practice (<https://www.bc.edu/content/dam/files/schools/son/pdf2/BaccEssentials08.pdf>).

Progression

Pre-Nursing

Pre-nursing students with an overall unadjusted GPA less than 2.5 at the beginning of the second year should consider alternative fields of study. A minimum grade of "C" is required in pre-nursing courses. Transfer credit will not be granted for courses in which a grade less than "C" is earned.

Professional Program

An overall GPA of 2.0 must be maintained for progression through the professional program. In this program, a minimum grade of "C" or "S/Satisfactory" must be achieved in all courses. Because the professional nursing curriculum is designed for progressive development of nursing knowledge and skills, students who earn a grade less than "C" or "S" in a professional program course may not be allowed to progress to the next course. Should this occur, students will be notified in writing by the chair of the Admission, Progression and Graduation Committee and a new plan of study will be provided. The student must, by the date indicated in the letter, submit in writing their intent to return to the professional program under the revised study plan to the Admission, Progression and Graduation Committee Chairperson. Readmission under the revised plan of study is based on course and clinical space availability. The course in which the student earns a grade less than "C" may be repeated one time only. If the course in which the student made less than a "C" has a corresponding clinical course, the student must take a corresponding clinical course in the form of a directed study at the time the course is repeated. Students who earn a grade less than "C" in two or more professional program courses, or whose GPA falls below a 2.0, will be dismissed from the professional program and are not eligible for readmission. Transfer credit is not generally allowed for courses in the professional program.

Traditional Professional

Students scoring less than 850 on any of the required HESI/EVOLVE specialty exams **may** be required to take a NURS 4970 Special Topics course the following semester in order to independently study the content on which they scored less than 850. This course will be based on individual contract. No more than 2 credit hours of NURS 4970 will be required in any semester.

Nursing students who have received a grade of less than C in a nursing theory course or a U in a clinical course may repeat the course the next time offered. The student must enroll in NURS 3970 concurrently or prior to the next semester the unsuccessful course is offered. NURS 3970 includes an individualized study program designed by the student and course leader to assist the student in being successful in the previously unsuccessful course and prepare the student to progress through the curriculum. NURS 3970 may vary from 3-6 credits, dependent on student need. If the student is repeating the clinical component of a course, 3970 may consist primarily of classroom activities. If the student is repeating the theory component of a course, 3970 may primarily consist of clinical assignments. Successful completion of the repeated course and NURS 3970 will result in the student continuing to progress through the curriculum.

ACADEMIC PROCEDURES

Auditing: Students who wish to audit nursing courses must have written approval from the Associate Dean or course leader.

Change of Address: Students, whose address and/or phone number changes while enrolled in the AUSON should notify the Academic Advisor **AND** the Registrar's Office.

Changes in Examination Time: The final examination schedule is printed in the course syllabi. Examinations should be taken at the hours specified. Approval to take an examination at the time other than the hours specified must be obtained from the Associate Dean for Academics' office through the faculty member responsible for the course.

Classification: Classification is based on credit hours completed:

Pre-Nursing

- 1 PNUR (< 30 hours)
- 2 PNUR (30-59 hours)
- 3 PNUR (60-89 hours)
- 4 PNUR (90+ hours)

Professional Program

- 03 NURS [Jr.] (60-89 hours)
- 04 NURS [Sr.] (90+ hours)

Course Load: The average course load in the traditional professional nursing curriculum is 12-14 credit hours per semester and 9-11 in the RN to BSN professional nursing program.

Dean's List: Students who earn a semester grade point average (GPA) of 3.75 or above on a minimum of 12 hours are eligible for the Dean's List. S-U courses will be included in the 12 hour minimum only if the course is required. An "S" must be earned in those courses.

Electives: No elective hours are required in the pre-nursing curriculum. One NURS elective course (2 or 3 semester hours) is strongly encouraged in the traditional professional curriculum. This elective must be taken at AUSON.

Fee Payments: Student Financial Services handles all semester fee payments.

Advisement: Course pre-registration is scheduled during the middle of each semester. Students are responsible for contacting the appropriate person for completion of this process. Questions should be addressed to:

- Pre-nursing students - the Academic Advisor
- Juniors – Course Leaders as appropriate
- Seniors – Course Leaders as appropriate
- RN to BSN students-RN to BSN Program Coordinator

Prerequisites and Required Courses: Students are responsible for checking curriculum requirements before enrolling for any course (including class standing). This information may be found in the [Auburn University Bulletin](#).

Transfer Credit: Transcripts of courses taken at other colleges or universities must be on file in the AU Registrar's Office. Students are responsible for ensuring that the Registrar's Office receives such transcripts.

Upper Division Courses: Transfer of upper division credit will be considered only under extraordinary circumstances.

Financial Aid: All applications for financial assistance must be made through the University Financial Aid Office located in 203 Mary Martin Hall. Visit this website for applications and

deadlines: www.auburn.edu/administration/business_office/finaid/. Various Nursing Scholarships are available for students in the Professional Program. Application forms are available online through an online scholarship application system (AUSOM). Many hospitals offer scholarships/loans with the agreement of employment by the hospital for a specified length of time. Individual hospitals should be contacted for information.

Procedure for Filing a Complaint: AUSON administration, faculty, and staff are open to concerns of students. If students have concerns, they should first talk to the faculty or clinical instructor directly involved. If the student is not satisfied with the response, they should schedule an appointment with the course leader. If no resolution is met, students should meet with the Associate Dean and finally, the Dean. The procedure for filing a formal complaint can be found in the [Student Policy e-Handbook](#).

Policies and Procedures for Professional Nursing Students

Class and Clinical attendance

Class Attendance: Attention is called to the Auburn University Bulletin for discussion of class attendance and procedures. A word of wisdom: Regular class attendance greatly affects the benefits and grade received from Professional Nursing courses. Individual instructors may have specific guidelines for attendance. Roll is taken in all classes. The following is a list of student responsibilities in regard to **class attendance**:

1. Students in the Professional Nursing Curriculum are expected to attend all classes, seminars, and clinical sessions. Sign the class roll that is circulated during each class session. Signing the roll for an absent classmate is an act of academic dishonesty and will be treated as such.
2. Give written notice to the course leader of any class absences. This should be done before the scheduled class session, but **MUST** be done within 48 hours of missed class. The course leader will determine if this will be accepted as an excused absence and ask for appropriate documentation to support your absence (i.e. doctor's note, etc.). Refer to the current AU [Student Policy eHandbook](#) for a list of accepted excused absences. Be aware that each unexcused absence can result in a deduction of one (1) point off the final course grade.
3. All classes and tests scheduled begin on the hour. All classes scheduled on the half hour begin on the half hour. Final exams start at the stated time.
4. Students who are unable to be present for a scheduled examination must notify the appropriate faculty member prior to test time. A grade of zero will be assigned if the student fails to notify the appropriate faculty.
5. Permission for a change in time of examination must be obtained from the appropriate faculty member.

Clinical Attendance: The following is a list of student responsibilities in regard to **clinical attendance**:

1. Attend each scheduled clinical session.
2. Scheduling of personal activities during clinical time may result in an unexcused absence.
3. Missing more than two (2) excused absences may result in the need to withdraw from the course and the inability to progress in the professional program.
4. Any unexcused absence may result in a clinical failure for the course and inability to progress in the professional program.
5. All missed clinical days must be made up. Because of the difficulties in making up clinical

experiences, students should make every attempt to attend clinical sessions during the time assigned. Students who are unable to attend a scheduled clinical session are responsible for calling the clinical instructor before the clinical experience is scheduled to begin. Students who expect to be unavoidably late should follow the same procedure. **Failure to follow these guidelines will result in an unexcused absence.**

6. Attempts to schedule make-up days will be made by the course coordinator/clinical instructor. Clinical absences late in the semester may not allow time for make-up.
7. Labs and clinical begin at the stated times.

Clinical Evaluation

Clinical evaluation is a weekly process performed by the student and the clinical instructor. A formal clinical evaluation tool is utilized in each clinical course and is completed by the student and clinical instructor for each clinical rotation. Any student performing marginally will be evaluated and counseled at the appropriate time. If students are unsatisfactory in the clinical setting (including laboratory & simulation), an ineffective clinical behavior form will be completed by the clinical instructor and/or course leader and reviewed with the student. The form will outline unsatisfactory behaviors that align with the clinical evaluation tool and a remediation plan. The student will be given the opportunity to successfully complete the clinical experience following completion of the remediation plan.

Students are expected to participate in self-evaluation and to sign the evaluation tool. Signing the evaluation tool indicates that the student has read the evaluation, but does not necessarily indicate agreement. Space is allocated on the form for student comments. Unless stated otherwise in the syllabus, clinical grading is S/U as described here:

Unsatisfactory Grade in a Clinical Course: Clinical courses are graded on a Satisfactory (S) / Unsatisfactory (U) basis. Clinical expectations increase in rigor and complexity as a student progresses through the curriculum. Therefore, there are 3 levels of clinical evaluation. Level 1 denotes courses in the 1st semester, Level 2 denotes courses in the 2nd and 3rd semesters and Level 3 denotes the courses in the 4th and 5th semesters. The student will receive a "U" in a clinical course when:

- I. **Any critical unsatisfactory/unsafe behavior occurs:**
 - a. any life-threatening error or action by the student to client, staff, faculty or others
 - b. implementing any action that is in violation of the course, school or agency HIPAA Privacy Rule
 - c. violation of the impaired nursing student policy, or
 - d. disrespectful treatment of patients, colleagues, faculty, or staff in the clinical setting.

- II. **A student scores "0-does not meet standards:"**
 - a. three or more times in a Level I course
 - b. two or more times in a Level II course
 - c. one or more times in a Level III course

A score of 0 will result in completion of the **Ineffective Clinical Behavior Form** which includes a plan of action to improve the behavior and a meeting of the clinical instructor, course leader, and student.

- III. **A student scores "1-meets minimum standards":**
 - a. six or more times in a level I course

- b. four or more times in a Level II course
- c. two or more times in a Level III course

A score of 1 may result in completion of the **Ineffective Clinical Behavior Form** which includes a plan of action to improve the behavior and a meeting of the clinical instructor, course leader, and student.

IV. An unsatisfactory on the Ineffective Clinical Behavior Form results in a failure.

Student Participation in Course Evaluations: Students are asked to evaluate each course as well as the professor's clinical and classroom performance at the end of each semester. AUSON faculty value thoughtful input from students and view participation in course evaluation as part of professional behavior. Course Evaluations will be posted on AUEvaluate two weeks before study days and left in place until the end of the day of the course final. Students are expected to complete evaluations during this time period. Evaluations are anonymous.

Grading: The School of Nursing adheres to the following grading scale for all courses with the NURS prefix unless stated otherwise in the syllabus:

A	90-100
B	80-89
C	73-79
D	60-72
F	Below 60

Grading Policy: Evaluation will be based on the attainment of course objectives. Students must earn a minimum average of 73% (non-rounded) on examinations in order to earn a course grade of C or above. Other graded course activities such as papers, projects and presentations will not be included in the grade average unless the test average is a minimum of 73% (non-rounded). (This policy does not apply to NURS 4810 or NURS 4920-see grading policy specific to this course.) Any student who receives a grade of less than 73 on a written examination may be required to meet with the course leader to discuss reason(s) for the failing grade and develop an appropriate course of action. The course leader may refer the student to another faculty member teaching in the course or an Academic Success Coach to review weak areas.

AUSON Testing Policy

Test administration:

1. Students are to remain outside of the testing room prior to the exam and may enter with faculty directive.
2. Students are to place all backpacks, purses, cell phones, smart watches, hats, blankets, and other items at the discretion of the faculty member at the front of the room when entering the room before sitting in a seat for the exam.
3. All cell phones and other electronics must be placed on silent prior to the exam.
4. Students are only allowed to keep a pen or pencil and scratch paper provided by the faculty member at desk during testing. The scratch paper must be returned to the faculty member before leaving the testing room.

5. Students must bring their laptop computer and power supply with the Examsoft software installed. A calculator is provided in Examsoft.
6. Students are NOT to ask faculty questions during the exam unless regarding a technical issue.
7. Students will have the opportunity to review test questions and answers in Examsoft immediately after the test. This will be the only opportunity for test review. Students may not ask faculty members questions during this review.
8. Testing sessions and testing reviews may be recorded.

Evolve Testing and Academic Support Services

AUSON traditional professional nursing students are **required** to participate in the Evolve Testing and Academic Support Services program. This is a comprehensive program that includes many of the required text books and their corresponding e-books, an array of online remediation and tutorial programs, specialty exams and exit exams (formally known as HESI exams) and a 3-day NCLEX review presented on campus the final semester of the curriculum. The Evolve fee is assessed through the Bursar's office. This fee provides for each of the services listed above except text books.

HESI Exam Policy

1st Semester	Dosage** Fundamentals*	NURS 3141 NURS 3130
2nd Semester	Pharmacology* Custom Medical Surgical	NURS 3210 NURS 3230
3rd Semester	Psych/Mental Health* OB	NURS 3730 NURS 3330
4th Semester	Peds Critical Care	NURS 4230
5th Semester	Exit HESI #1 & 2	NURS 4920

**No remediation required for Dosage HESI. Students must achieve an 80% conversion score to be successful in NURS 3141.

*Students who score less than 850 on these HESI exams will not be required to register for a remediation course the following semester. Course faculty will counsel students who score less than 850 that they need to review the material and recommend utilization of available resources including the Academic Success Coach, course content, and online testing resources that accompany textbooks.

1. A HESI exam will not be the final exam for any course.
2. HESI exam conversion scores will not be included in the calculation of the test average.
3. **Specialty Exams**
 - a. For those courses requiring a HESI Specialty Exam(s), the total weight given to the Specialty Exam(s) will be a maximum of 10%.
 - b. If a student scores less than 850 on a HESI Specialty exam, the student will be required to take a NURS 4970 Special Topics course the following semester to remediate content on which they scored less than 850, with the exception of the following HESI exams: Dosage Calculation, Fundamentals, Pharmacology, Psych/Mental Health. However, if a student is unsuccessful in the course in which they scored less than 850 on the HESI and will be repeating the course, the student will not be required to take a NURS 4970 course. If the student scores less than 850 on the HESI when retaking the course, the student will then be required to register for a NURS 4970 the following semester. This remediation course for structured remediation of content will be based on an individual contract. This individual plan of study will be developed with course faculty and the Academic Success Coach. No more than 2 credit hours of NURS 4970 will be required in any single semester.
 - c. As part of NURS 4970, the alternate version of the specialty HESI exam will be required. If a student does not meet the 850 score on second testing, the student will be advised to meet regularly with the Academic Success Coach and faculty to review content to ensure their future success.

- d. Alternate forms of Specialty HESI Exams are not to be used as practice tests in any course.

4. **Exit HESI**

- a. A student will have 2 opportunities to be successful on the exit exam.
- b. The Exit HESI score will be part of the NURS 4920 final course grade. Highest HESI conversion scores will be used for 45% of the NURS 4920 course grade. Grades on other course assignments represent 55% of the course grade and are averaged with the highest HESI conversion score for the NURS 4920 course grade.
- c. The **first** Exit HESI will be given just prior to the preceptorship experience. If a score of 850 or higher is achieved, the student can opt to either use the score in NURS 4920 or retake the Exit HESI the next time it is given to achieve a higher score. If the HESI exit score is less than 850, course faculty and the Academic Success Coach will advise the student regarding remediation activities that can be completed during the preceptorship experience to prepare for the second Exit HESI. The **second** Exit HESI will be given when the student returns from preceptorship. If a score of 850 is not achieved after taking the second HESI Exit exam, the highest of the two conversion scores will be used in the NURS 4920 course grade calculation for 45% of the total grade with the remaining 55% being other NURS 4920 course assignments.

Clinical Calculations: Clinical Calculations are taught in NURS 3141. Students must make a conversion score of 80 or better on the HESI dosage calculations exam in two attempts to successfully complete NURS 3141 and progress to future clinical courses. If unsuccessful on the 2nd attempt, the student must withdraw from NURS 3141, but can continue in 3130 and retake 3141 when it's offered again (this constitutes the first failure in the Nursing Program). Every semester in the appropriate clinical course, students may be required to take a medication administration exam before clinical experiences begin.

Immunization Record: Each student is responsible for the cost of required vaccinations and must provide documentation of all vaccinations. All AUSON students will utilize an online tracking system to document immunization compliance. This system is a secure, confidential, web-based company that is HIPAA/FERPA compliant. Students will receive emails from the online immunization tracking system several months prior to their first semester of enrollment. Once the account is created, documentation for each requirement should be uploaded. This information will be reviewed and the student will receive emails for incomplete records. Students are expected to continually check their immunization compliance and maintain communication with the online tracking system vendor each semester they are enrolled in Auburn's nursing program.

CPR Certification: All junior and senior nursing students are required to maintain current CPR certification in order to participate in clinical learning activities. **Students are responsible for renewing their certification before the semester it expires and uploading documentation of renewal to the online tracking system.** The CPR certification must be current at the beginning of each semester or the student will not be allowed to start the semester.

Health Insurance: Hospital and health insurance coverage is required of each student. Proof of current coverage must be uploaded to the online tracking system prior to enrollment in AUSON and updated throughout the program as needed. In cases where students experience events that require medical attention while in clinical settings (such as, but not limited to, needlesticks and syncope), it is the SON policy to follow protocols set by the clinical institution where the incident occurs. Students are advised that they are responsible for any costs incurred due to any health

issue that presents while in class, lab, or clinical not covered by their health insurance policy.

TB Skin Tests: TB skin tests must be done **annually** and results uploaded to the online tracking system. Current TB skin tests are required to participate in clinical experiences. The TB certification must be current at the beginning of each semester and remain current throughout the semester or the student will not be allowed to start the semester. Failure to do so will result in classes being dropped. Students are not allowed to care for patients with a diagnosis of tuberculosis in clinical settings due to the need to be fit tested for a special mask by the clinical facility.

Hepatitis B Vaccination Policy: Although exposure to Hepatitis B virus (HBV) is a serious potential health risk for all health care professionals, all current evidence indicates that Hepatitis B is completely preventable by vaccination. AUSON requires HBV vaccination for students beginning course work in the Professional Nursing Program. The HBV vaccination consists of a series of three immunizations administered over a six month period. The first vaccination must be administered and documentation submitted to the online tracking system by the date given in the data packet. Documentation of the second and third vaccinations in the series should be uploaded to the online tracking system after they are received. Failure to comply with this policy without medical justification accompanied by a physician, nurse practitioner, or physician assistant signature will prevent admission into the Professional Nursing Program. Additionally, failure to complete the series will result in dismissal from the Professional Nursing Program.

Flu Vaccine: All students are required to receive a yearly flu vaccine and provide documentation in the online immunization tracking system by October 1. Students who fail to comply with the annual flu vaccine requirement will not be allowed to attend clinical and, as a result, will fail that clinical course.

Background Check Policy

The AUSON contracts with various clinical agencies for student clinical learning experiences. Each nursing student must abide by the agency policy in order to participate in clinical learning experiences. Many clinical agencies require a background check; therefore, each nursing student, at their expense, will have a background check prior to starting the professional program. The procedure for the background check will be discussed by an academic advisor prior to starting the nursing program. Background checks will be conducted according to Alabama State law and policies of clinical agencies.

Injury in the clinical setting: In the event of any injury occurring during clinical activities, the clinical instructor and student will follow the protocol established by the clinical agency. Any expenses related to treatment for injury will be the responsibility of the student.

Clinical Experiences: Clinical experiences are valuable practical learning experiences for nursing students. They are designed to provide the nursing student with a variety of clinical experience to practice what the student has learned in the classroom. Therefore, students are required to provide care for any clients to whom they are assigned, regardless of age, race, gender, or medical diagnosis. Some clinical sites require additional credentialing for clinical placement which may incur additional costs that vary by semester and facility. Refer to the "Other expenses" document on the AUSON website. Clinical experiences may be held any day of the week during the semester including Saturdays and Sundays and could be during daytime or nighttime hours. Hours for a clinical experience shift vary and can be up to 12 hours per shift.

Nursing Learning Resources Center

The Nursing Learning Resources Center (LRC) is located on the second floor of the nursing building. Students attending scheduled labs will adhere to the clinical dress policy as outlined in individual course syllabi.

- Students enrolled in the AUSON may sign out selected instructional equipment from the course leader or LRC.
- Equipment may not be checked out for longer than 24 hours and must be checked in and out with the faculty member or LRC Coordinator.
- Equipment should be used for instructional purposes only.
- The student is responsible for the equipment during the period for which it is signed out. Any damage, malfunction, or loss of equipment is to be reported immediately. The student assumes responsibility for replacement of lost equipment.

Engaging Active Group Learning Environments in Simulation (EAGLES)

The EAGLES Center is located on the third floor of the nursing building. This state of the art simulation center will be a clinical site for a variety of clinical experiences throughout the professional program. Students completing clinical experiences in the EAGLES Center will complete a prebrief, simulation, and debrief guided by faculty. Students attending scheduled simulation experiences will adhere to the clinical dress policy as outlined in individual course syllabi.

Home Visits: Professional nursing students may complete clinical activities in home health settings. The guidelines listed below should be followed by all students making home visits.

1. Each student must be accompanied on home visits by another student, agency nurse, or faculty member.
2. Visits should be made from 8:00 a.m. to 4:00 p.m. Monday through Friday.
3. The school uniform and/or lab coat with nursing ID badge should be worn on all home visits as specified in the course syllabus or by course faculty.
4. When making home visits, students should use discretion regarding safety precautions.
5. An itinerary for home visits will be established with the AUSON/agency and monitored by the appropriate faculty member.
6. The agency, faculty member, and AUSON must be notified immediately of any emergency or problems.
7. Cars are to be parked in a safe and visible area near the home being visited. Car doors should be kept locked at all times.

Transportation: Students are responsible for securing transportation to clinical sites. For their own protection as well as that of those who may ride with them, students should be covered by automobile insurance and utilize seat belts at all times.

Uniform Dress Guidelines: Because of the environment in which a nurse practices, students must follow certain guidelines to ensure personal and patient safety.

1. Uniforms should always be clean, wrinkle-free, and of appropriate length. Nursing Badge ID, stethoscope, Pen light, watch with second hand, and a black ink pen are all considered part of

the uniform.

2. When in uniform, you represent Auburn University, Auburn University School of Nursing, and the nursing profession. Your behavior should be representative of a professional when in uniform. There should be no smoking, drinking, etc. while in uniform.
3. When in uniform, jewelry is to be kept to a minimum. Female students may wear only one pair of stud earrings (in the traditional earring setting) and no bracelets or necklaces. The only ring to be worn with the uniform is a wedding band.
4. Meticulous personal hygiene is expected in clinical. Hair should always be clean, controlled off the collar and away from the student's face. Facial hair should be neat and well groomed. Plain barrettes are acceptable. Perfume and anything with a strong odor is prohibited in clinical areas. Cosmetics should be used sparingly. Fingernails should be short. No nail polish may be worn. No artificial, powder or gel nails allowed.
5. Students are expected to wear the prescribed uniform, scrubs, and Nursing ID Badge in all clinical agencies. Uniform orders will be scheduled at the beginning of the semester the student is enrolled in the first clinical course.
6. When wearing the prescribed uniform tops, the ONLY thing that should be VISIBLE underneath these tops is a solid white undershirt (no tanks, no bralettes, no sports bras, etc.).
7. The white uniform top is to be worn to all hospital clinical rotations with the exception of certain pediatric rotations. Course syllabi will outline appropriate dress for each clinical site.
8. Students are to wear white leather athletic or nursing shoes (with little or no color) shoes and white hose/socks. White shoes and white shoelaces must be kept clean.

Disruptive Behavior: If a student demonstrates disruptive behavior during the class time, faculty may ask the student to leave the classroom. Should this occur, the student must see the faculty at the break. The student will only be allowed to return following the meeting with faculty. Disruptive behavior includes, but is not limited to: talking, text messaging, sleeping, and use of cell phones.

LICENSURE

Before graduation, Seniors will be informed of the process of applying to take the National Council of State Board of Nursing licensure exam. The process requires an application to a state board of nursing as well as Pearson Vue. Students are responsible for completing the licensure application process and any requirements unique to a state board of nursing. Further information regarding licensure is given during NURS 4920.

AUBURN UNIVERSITY SCHOOL OF NURSING PATIENT CONFIDENTIALITY POLICY AND GUIDELINES

PATIENT CONFIDENTIALITY

All students in the AUSON professional program will be given information about patient confidentiality and sign a student confidentiality agreement in the first semester of course work. This confidentiality agreement will be binding during all AUSON activities.

Patient confidentiality at all facilities used by the Auburn University School of Nursing is considered to be of primary importance. Every patient is entitled to privacy and has the right to expect that their personal information will be kept confidential by all of their caregivers, including student nurses. All clinical agencies will have a confidentiality policy in place. In addition to each facility policy, a federal law called the Health Insurance Portability and Accountability Act (HIPAA, 2003) requires patient health information to be kept confidential. Additionally, patients and their families have a right to deal with their issues in a private and secure manner, trusting that their privacy will be maintained. In order to protect this right to confidentiality and to comply with federal and state laws, students must agree to hold all information (including, but not limited to, patient names, their medical information, and relevant agency information) gained through their clinical assignments at any facility used by AUSON in strictest confidence. Remember that information concerning the care of a patient is always personal in nature.

Confidentiality includes, but is not limited to discussing patients and their medical information with persons who do not have a need to know, looking at clinical records of a patient who is not under your care, and/or not removing any documents with individually identifiable patient data from the facility. Only designated employees of the agency may release information about patients and this responsibility should never fall to a student nurse.

STUDENT BREACH OF CONFIDENTIALITY

Any breach of patient confidentiality by an AUSON student in any setting will result in disciplinary action and may result in removal from the clinical site, failure of the clinical course, and/or dismissal from the professional program. Reported or witnessed breach of patient confidentiality will be reviewed by a disciplinary committee. The disciplinary committee will include, but not be limited to, agency personnel and the following pertinent AUSON members: Clinical faculty/course faculty, Chair of Admission, Progression, Graduation committee, and the Associate Dean. The student will not be allowed to participate in any additional clinical activities until a ruling has been determined by the disciplinary committee; this investigation could take 2 or more weeks to conduct. In addition to AUSON sanctions, a conviction of a HIPAA offense may also result in civil penalties and include a fine of up to \$250,000 and/or imprisonment.

I understand that I have a legal responsibility to report to my immediate supervisor any adult or child abuse or neglect which I may observe or suspect.

I also understand the terms of this Student Confidentiality Agreement and I agree to abide by the above confidentiality requirements. I further understand that any breach of a patient's confidentiality may result in disciplinary action against me and my removal from the clinical site to which I have been assigned.

Printed Student Name

Printed Faculty Name

Student Signature

Faculty Signature

Date

Date

Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student's education records. The law applies to all schools which receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student, or former student, who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students.

Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records. Schools may charge a fee for copies.

Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.

Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:

- School employees who have a need to know;
- Other schools to which a student is transferring;
- Certain government officials in order to carry out lawful functions;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for the school;
- Accrediting organizations;
- Individuals who have obtained court orders or subpoenas;
- Persons who need to know in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific state laws.

Schools may also disclose, without consent, "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 or TDD (202) 260-8956 or contact:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-4605**

Student Drug Screening Policy

The Auburn University School of Nursing contracts with various clinical agencies for student clinical learning experiences. Thus, nursing students must abide by the substance abuse control policy of each agency in order to participate in the clinical learning experience. Each nursing student will have a pre-admission urine drug screen and additional random urine drug screening will be done if the student exhibits behaviors indicative of substance abuse during a clinical experience. Drug screening will be conducted according to the guidelines by the certified lab.

Pre-Clinical Screening

- All students will receive notice of the drug policies prior to beginning the professional nursing program. Drug screen results should be uploaded directly to the online immunization tracking system. These results must be uploaded prior to the start of classes.
- A positive pre-admission drug screen will result in the denial of admission to the School of Nursing.
- Each student must be screened for:
 1. Amphetamines
 2. Barbiturates
 3. Oxycodone
 4. Benzodiazepines
 5. Cocaine
 6. Ecstasy
 7. Methamphetamine
 8. Methadone
 9. Opiates
 10. Phencyclidine
 11. Marijuana
 12. Propoxyphene

All drug screen information is reviewed and monitored by AUSON's online immunization tracking system.

Policy Statement Regarding the Suspicion of Chemical Impairment in the Nursing Student

In order for the School of Nursing to provide a safe teaching and learning environment for students and patients who receive nursing care from students, the Policy Regarding the **Suspicion of Chemical Impairment in the Nursing Student** was created. Nursing students must not be chemically impaired during participation in any learning experience including classroom, clinical laboratory, clinical settings, and other school-sponsored functions.

The School of Nursing follows the university's policy prohibiting the illegal possession, use, or distribution of drugs and/or alcohol by students on university property or as a part of any university affiliated academic activity, including off-campus clinical learning experiences. Violators will be prosecuted in accordance with applicable laws and ordinances and will be subject to disciplinary action by the university in conformance with university policy (See Auburn University Student Handbook regarding Drug-Free Campus and Workplace Policy Statement) and/or the policy of the clinical site agency.

The School of Nursing defines the chemically impaired student as a person who, while in the academic or clinical setting, is misusing or abusing, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, synthetic designer drugs, or other mood altering substances. Abuse of the substances includes episodic misuse or chronic use, either prior to or during the academic or clinical experience, which has produced psychological and/or physical symptoms and presents a danger to the students or others.

The problem of chemical impairment should be proactively addressed when suspected or identified within the nursing student population. When psychological and/or physical symptoms are observed in a student, the nursing faculty should intervene. The faculty should implement the **Procedures for Faculty Intervention with the Suspicion of Chemical Impairment in the Nursing Student after notifying the Dean/Associate Dean of the School of Nursing**. If the Dean/Associate Dean is unavailable for consultation, the faculty should proceed with intervention according to procedure and notify the Dean/Associate Dean as soon as possible.

Procedures for Faculty Intervention with the Suspicion of Chemical Impairment in the Nursing Student - Gather and document data on behaviors. If the student demonstrates impaired behaviors, remove the student to a private area and question the student regarding the use of any substances and if used, what, when, and how much was used and by what route it was taken. Discuss the signs and/or behaviors observed and allow the student to provide a brief verbal explanation.

If impairment signs/behaviors are observed in the clinical or classroom setting, the Dean/Associate Dean of the School of Nursing should be contacted by the faculty member, if possible, and informed of the situation prior to removing the student from the clinical or classroom setting. If the Dean/Associate Dean is unavailable, the faculty should proceed with implementation of the policy. Faculty should inform the student of

their responsibility to remove a student who appears to be physically or mentally unable to provide safe, effective, and supportive patient care or participate in required clinical or classroom experiences even if the student denies misuse or abuse of any chemical substances. The student will be relieved of further clinical and/or classroom responsibilities until notified to the contrary by the Dean of the School of Nursing. The student is informed that they appear to be in violation of the Policy Regarding the **Suspicion of Chemical Impairment in the Nursing Student**. The faculty member or a designated School of Nursing representative will immediately accompany the student for a urine drug screen and transportation is arranged to take the student home. The faculty member must meet with the student the next day school activities are in progress to complete a report of observed student behaviors indicative of chemical impairment. This report will be submitted to the Dean of the School of Nursing and the student. The Dean/Associate Dean will then meet with the faculty member and the student. The student will be allowed an opportunity to respond. If the drug screen is positive, the student will be informed that he or she may be required to provide a comprehensive chemical dependency evaluation prior to being allowed to return to class or the clinical setting. The student will be responsible for the cost of the evaluation. **If the drug screen is negative, the student may be required to have a physical from a family physician indicating that they are able to continue in the clinical setting.** The Dean/Associate Dean will inform the student of the procedural requirements of the policy. The Dean/Associate Dean will inform all other appropriate faculty members involved with the student during the semester on a need to know basis. A copy of the report will be placed in the student's nursing file which is kept locked in the Admissions Office.

During the meeting, the academic consequences will be explained to the student by the Dean/Associate Dean. Participation in clinical course work is contingent upon completion of the comprehensive chemical dependency evaluation as follows:

Chemical Dependency Treatment is not recommended: The student will be allowed to continue in the nursing program, but will have random drug screens performed.

Chemical Dependency Treatment is recommended: The student must withdraw from the course and may reapply for admission ONLY after successful completion of the treatment program and a recommendation from the treatment facility. In the event that the student is readmitted the student will sign an agreement to have his or her progress monitored by the Auburn University School of Nursing, which will include random drug screening throughout the program.

A semester grade, as appropriate, of I (Incomplete), W (Withdrawal), F (Failure), or U (unsatisfactory) will be assigned for current nursing courses based on determination of the student having been chemically impaired. Factors related to the grade determination may include the amount of course work completed, the time remaining in the semester, the ability of the student to complete the course requirements, the current standing in the course, and the treatment recommendations of the chemical dependency evaluator.

If the student refuses to obtain a drug screen or comprehensive chemical dependency evaluation, the student will be dismissed from the program and may not return as an out

of sequence student. The student has a right to appeal this decision as outlined in this Student Handbook.

If additional or continuing chemical impairment occurs subsequent to implementation of these procedures, the nursing faculty will administratively dismiss the student from the program. The student has the right to appeal this decision as outlined in the Student Handbook.

The University has a responsibility to comply with the Americans with Disabilities Act of 1990. Implementation of this policy will not violate the rights for those students who qualify under this Act.

Signs and Symptoms of Possible Substance Abuse Among Nurses/Nursing Students

Psychological Problems: Irritability, moodiness, tendency to isolate self
Symptoms: Odor of alcohol, slurred speech, unsteady gait, errors in judgment
Social Change: Eats alone, avoids social gatherings, excessive absenteeism, a pattern of tardiness, late assignments with elaborate excuses, avoiding peers and faculty, avoiding group work, deteriorating productivity
Change to Personal Appearance: Change in dress, unkempt appearance, flushed complexion, red eyes, hand tremors, swollen face
Mental Status Changes: Forgetfulness, confusion, decreased alertness
General Behavior: Inappropriate responses, elaborate excuses for behavior, intolerance of others, suspiciousness, nervousness

AGREEMENT FOR THE CHEMICALLY IMPAIRED NURSING STUDENT

I

I, _____, consent to obtain a comprehensive chemical dependency evaluation for the purpose of professional evaluation of chemical dependency status and determination of a treatment plan.

II

I understand and acknowledge that the admitted facts have academic consequences to include:

Participation in clinical course work will not be permitted until the terms of the treatment plan are fulfilled; a semester grade, as appropriate, of I (Incomplete), W (Withdrawal), F (Failure), or U (unsatisfactory) will be assigned for current nursing courses dependent upon factors related to grade determination as stated in the Policy Statement Regarding the Chemically Impaired Nursing Student.

III

I understand that failure to abide by the stipulations of my recommended treatment plan will result in my dismissal from the Program.

Signature of Student _____ Date _____

Signature of Witness _____ Date _____

ACKNOWLEDGEMENT OF THE POLICY STATEMENT REGARDING THE SUSPICION OF CHEMICAL IMPAIRMENT IN THE NURSING STUDENT

As a student in Auburn University's School of Nursing, it is your responsibility to read and abide by the entire Policy Statement Regarding the Suspicion of Chemical Impairment in the Nursing Student, a copy of which is being provided to you with this Acknowledgement. In accordance with the Policy, you are asked to specifically acknowledge and agree to the following:

- If you are suspected to be chemically impaired during participation in any learning experience based on the observation of impairment signs/behaviors, you will submit to a drug screen consistent with applicable school or institution policy. Note that learning experiences include classroom, clinical laboratory, clinical settings, and other school sponsored functions.
- If you are found to be chemically impaired during participation in any learning experience, you will obtain a comprehensive chemical dependency evaluation for the purpose of professional evaluation of chemical dependency status and determination of a treatment plan.
- Being chemically impaired during participation in any learning experience has academic consequences, to include: Participation in clinical course work will not be permitted until the terms of the treatment plan are fulfilled; a semester grade, as appropriate, of I (Incomplete), W (Withdrawal), F (Failure), or U (unsatisfactory) will be assigned for current nursing courses dependent upon factors related to grade determination as stated in the Policy.
- Failure to abide by the stipulations of a recommended treatment plan will result in your dismissal from the School of Nursing.
- If you are licensed, you will contact the Alabama State Board of Nursing as directed by the School of Nursing if you are found to be chemically impaired during participation in any learning experience.
- If you do not contact the Alabama State Board of Nursing as directed, the Dean will contact them and provide the Board with your impaired student status. This information may result in action against you by the Alabama State Board of Nursing.

Acknowledged and agreed:

Print Name

Signature

Date

STUDENT ORGANIZATIONS AND ACTIVITIES

Students are encouraged to participate in School of Nursing and University organizations and activities.

Alpha Epsilon Delta: This is an active organization which rewards excellence in pre-health curricula and promotes the intellectual advancement of its members. Membership is open to pre-health students with a 3.0 GPA, both in science and overall, who have completed 3 semesters at Auburn.

Auburn University Association of Nursing Students (AUANS): This is an organization consisting of pre-professional and professional nursing students. AUANS is a member of the state and national organization of nursing students. The Auburn Chapter promotes an awareness of the many aspects of a nursing career and promotes local, state, and national involvement in professional nursing issues. All AUSA students are encouraged to join.

Chi Eta Phi Sorority: This is an organization of more than 5,000 female and male registered professional nurses and nursing students (predominately Black, representing many cultures and diverse ethnic backgrounds) working together in "Service For Humanity." Membership is by invitation and is both active and honorary. Programs include: national, regional, and local conferences, seminars and workshops; consumer health education; leadership development (including continuing education); recruitment and retention of nursing students; scholarships; and awards recognizing outstanding nurses.

Phi Kappa Phi National Honor Society: Recognizes and encourages superior scholarship. Membership is by invitation only to five percent of graduating seniors in each college and school with at least 75 AU semester hours and a minimum GPA of 3.40. Juniors are considered for membership with a minimum of 128 semester hours and GPA of 3.80.

Sigma, Theta Delta Chapter: Membership in Sigma is an honor conferred on students in baccalaureate and graduate nursing programs who have demonstrated leadership and academic excellence. Registered nurse graduates of baccalaureate programs who demonstrate excellence in leadership positions in nursing also are eligible for membership consideration. Membership is available by invitation through the Chapter. Sigma is the only honor society for nurses. Sigma pins may be worn on nursing uniforms or lab coats.

Student Representation on School of Nursing Committees: Students are represented on the Curriculum Committee, the Faculty Organization, Technology Committee, Simulation Committee, Outreach Committee, and the Evaluation Committee. These representatives are selected by chairs of the committees.

Auburn Student Nurse Christian Fellowship (ASNCF) is an organization for Christian Nursing students at Auburn University. The purpose of ASNCF is to train and equip Christian nursing students for their future, both professionally and spiritually. This mission

is carried out in the following ways: workshops and Bible studies where principles for Biblical nursing can be learned and applied; fellowship for support and encouragement in development of your gifts; practical caring (Service) projects and activities with one another and in the community.

Pinning Ceremony: This ceremony is held the morning of graduation each spring/summer for nursing graduates and their families. Graduates are pinned by a nursing faculty member at this ceremony which is a symbolic welcoming of newly graduated nurses into the nursing profession. Students are expected to wear professional attire for the pinning ceremony.

Awards

The following awards are presented to AUSON students each year at Convocation:

- **Dean's Award:** Presented to the senior student who has demonstrated the qualities that best exemplify professional nursing.
- **Faculty Award:** Presented to the senior student who has achieved academic excellence in the School of Nursing.
- **Most Supportive Student Award:** Awarded to the senior student chosen by the senior class for outstanding support to fellow peers.
- **Outstanding Contribution to the School of Nursing:** Presented to the senior student who has brought recognition to the School of Nursing by active participation in University and community organizations.
- **The President's Award:** Awarded by the President of the University to the most outstanding senior student in the School of Nursing.
- **Graduation Marshall:** This honor is given to a graduate who exemplifies outstanding leadership, academic, and professional abilities. The Marshall represents the AUSON at the graduation ceremony.
- **Auburn University Student Government Association Award:** Presented to the student in recognition of outstanding academic and professional achievement.
- **Distinguished Alumni Award:** The Distinguished Alumni Award in the School of Nursing is presented to a nursing graduate from any program – BSN, RN to BSN, MSN or DNP who is known for clinical distinction in nursing through scholarly endeavors, promotion of health care, professional service, or who has given remarkable service to the community, state or other beneficiary organizations. The recipient has reflected favorably on the School of Nursing through his/her efforts to benefit society.
- **Robert and Marjorie Goodson "Nurse of Nurse" Annual Award:** This annual award is established in the Auburn University Foundation by Jim LaFoy, long-time friend and local accountant and CPA, and long-time friend and local roofing contractor, Doug Horn, co-

executors of the Goodson's estate, and shall be named the Robert and Marjorie Goodson "Nurse of Nurses" Annual Award. Robert Arwood Goodson and Marjorie DeLapp Goodson founded Goodson's Jewelry Store, which operated for over 50 years in downtown Opelika. Robert passed away five years ago and his wife, Marjorie, passed away last May. "The Goodsons loved young people and were interested in their success. They also loved the community of Opelika. They would be very proud to know that their legacy is being kept alive by helping further area students' education," said Horn. "The Goodsons were very civic minded and loved this community." The Goodsons' estate has established the "Robert and Marjorie Goodson Oncology Wellness Center" in the Cancer Center and the "Robert and Marjorie Goodson Garden," both at East Alabama Medical Center.

The Robert and Marjorie Goodson "Nurse of Nurses" Annual Award will be presented to a student who is in the final semester of the professional nursing program. The student will be selected by their class of nursing peers based on the student's nursing skills, confidence with these skills, and leadership qualities. The nursing students when voting for the recipient of this award should consider the question: "If I were a patient, who in my class would I want to be the nurse caring for me?"

- **Robert and Marjorie Goodson Perseverance Annual Award:** The Robert and Marjorie Goodson Perseverance award will be presented to a student who demonstrates perseverance by maintaining at least a 3.0 GPA while working part-time or full time during their final academic year.

Other Student Information

Student Success Program:

AUSON provides students with additional academic support through the Student Success program. The program is coordinated by Mrs. Laurie Harris and Mrs. Margot Fox, Academic Coaches for Student Success. Through this program, Academic Coaches are available to provide support to students through individual and/or group sessions. Topics of group study sessions may include the review of test taking strategies, study tips, and preparation for HESI and NCLEX exams. Individual sessions are scheduled appointments and are made by referral from course faculty or self-referral. In individual sessions, students work with an Academic Coach to identify learning needs and any barriers interfering with academic success. Together, the student and the coach develop an individualized plan to place the student on the road to success. Students will be notified at the beginning of each semester regarding specific coaches to contact, dates of group study sessions, and how to schedule individual appointments.

Academic Honesty:

Auburn University views academic honesty as critical to academic integrity and an important part of the educational process. In order for students to acquire the knowledge and skills necessary to perform in their career fields upon graduation from Auburn University, it is

important that each student complete his or her own work. Because Academic dishonesty is treated as a serious issue, a website has been created to give students information and resources to avoid academic dishonesty. To access this website visit the following link: <http://www.auburn.edu/academic/provost/academicHonesty.html>

Examples of academic dishonesty are as follows:

- Plagiarism – using the words or ideas of another as if they were one’s own without giving the author or creator credit through proper documentation or recognition, as through the use of footnotes.
- Signing the attendance roster for a classmate
- Using unauthorized sources in preparation of your work.
- Copying from another student’s exam, paper, or assignment
- Use of materials not authorized during a test; eg., notes, textbook, notes written on any part of your body or clothing including hats and shoes
- Submitting a paper, report, examination, or any class assignment which has been altered or corrected, in part or in whole, for reevaluation or re-grading without the consent of the instructor
- Serving as or enlisting the assistance of another as a substitute in the taking of examinations
- Enlisting the assistance of another to write a paper or writing a paper for someone.
- Altering or misusing a document for academic purposes. This would include university forms and doctor’s excuses.
- Selling, giving, lending, or otherwise furnishing to any other person any material (homework assignments, tests, etc.), whether electronically or otherwise which can be shown to contain the questions or answers to any examination scheduled to be given at some subsequent date in any course of study, excluding questions and answers from tests previously administered and returned to a student by the instructor.
- Altering or attempting to alter an assigned grade on any official Auburn University record.
- An instructor may delineate other actions he or she considers a violation of the Code in a written course syllabus.

If you are found to be in violation of the Academic Honesty Code, you will be reported to the University Academic Honesty Committee.

THE AUBURN UNIVERSITY OATH OF HONOR

Whereas, Auburn University is an institution where academic excellence is prominent and academic integrity praised; and

Whereas, Auburn University has in place an Honor Code that serves to recognize and maintain the very academic integrity aforementioned; and

Whereas, the existing code, while successful, lacks the visibility or respect needed to fulfill its vision; and

Whereas, there thus stands a real and apparent need to heighten awareness of the academic principles required by the Code; and

Whereas, a pledge endorsed by faculty and signed by students would not only address one's awareness of such principles, but would also summon each member of the Auburn family to uphold the virtues of Honesty and Truthfulness as set forth in The Auburn Creed; and

Whereas, Auburn University student body, through the work of appointed and elected officials, have taken it upon themselves to hold one and all accountable not only to maintain, but also to enhance the academic integrity at Auburn through the creation of such an Oath.

Now, Therefore, Be It Resolved, that we, the Auburn University Board of Trustees, do hereby adopt and endorse the following Auburn University Oath of Honor:

"In Accordance with those virtues of Honesty and Truthfulness set forth in the Auburn Creed, I, as a student and fellow member of the Auburn family, do hereby pledge that all work is my own, achieved through personal merit and without any unauthorized aid. In the promotion of integrity, and for the betterment of Auburn, I give honor to this, my oath and obligation."

The Auburn University and School of Nursing Oath of Honor

Whereas, Auburn University prides itself as a top tier institute of higher education and acknowledges the need for integrity in such an environment, and

Whereas, in striving to maintain its due accreditation and success, Auburn University pledges to set the example within the Southeastern Conference and throughout the nation as a University grounded in the principles of duty and honor; and

Whereas, we as a University and Auburn Family are proudly bound to such authenticity set forth in The Auburn Creed by stating, "I believe in Honesty and Truthfulness, without which I cannot win the respect and confidence of my fellow men;" and

Whereas, an exciting honor code presides over each Auburn University student, yet lacks the visibility, respect and obligation carried by an Oath of Honor; and

Whereas, the Intent of such an Oath is simply to instill a code of conduct so rich in honor and integrity that one's walk with virtue not stall upon graduation, but rather propel him or her into society as an example of those principles Auburn men and women hold most dear; therefore, be it.

Resolved, first, through the consent of the Student Senate, as a representative and protective body over the rights of each student, the following be adopted as the Auburn University Oath of Honor:

Resolved, second, that the presence of the Oath be made known to all students and that signing of the pledge be effective Spring 2004 and first administered to incoming students at Camp War Eagle or any other first year transition; and

Resolved, third, that each student sign the Oath upon presentation of the individual syllabus by each instructor at the beginning of the semester, and that the signing further be encouraged at the instructor's discretion on any other test, paper, or related assignment.

"In Accordance with those virtues of Honesty and Truthfulness set forth in the Auburn Creed, I, as a student and fellow member of the Auburn family, do hereby pledge that all work is my own, achieved through personal merit and without any unauthorized aid. In the promotion of integrity, and for the betterment of Auburn, I give honor to this, my oath and obligation."

Signed

Date

Printed Student Name

Auburn University School of Nursing Social Media Policy

“Social Media” includes but is not limited to any online or electronic platform used for interactive, open or semi-open communication of any information by and between one end-user and other end-users (e.g., blogs, Facebook, Twitter, Instagram, Snapchat, GroupMe, YouTube, LinkedIn, Pinterest, email or text, ePortfolio, etc.). Auburn University School of Nursing (“AUSON”) students are responsible and accountable for any and all content (in any format whatsoever) posted, transmitted, or communicated on, by or through any Social Media account associated with that AUSON student.

AUSON students are expected at all times to behave in a manner consistent with the standards set forth in the Nursing Code of Ethics. If someone is in violation of this policy (on any social media platform such as those listed above) it is your ethical duty to bring it to the attention of an AUSON faculty member immediately. In addition, AUSON students who make communications which are disparaging or critical of Auburn University, Auburn University Faculty, AUSON, AUSON Students, AUSON faculty, or any clinical agency employee, or which are patently offensive to any reasonable person, are subject to discipline in accordance with applicable AUSON and Auburn University policy.

Patient Confidentiality

AUSON students are bound to uphold ethical and legal obligations and guidelines regarding patient privacy and confidentiality. Students must always maintain professional boundaries within the school and in any assigned clinical experience. Students shall not communicate any information (via Social Media or otherwise) which violates a nurse’s ethical and legal obligations regarding patient privacy and confidentiality.

Clinical/Classroom Use of Personal Electronic Devices

- The use of any personal transmissible electronic devices (including but not limited to, cell phones, smart watches, tablets, PDA’s, fit bits, and laptop computers) during a clinical or preceptorship experience shall be restricted to use as a health care resource, patient resource and reference usage only. Any other uses of such personal electronic devices during a clinical or preceptorship experience without prior approval from the clinical instructor, faculty or preceptor, is prohibited.
- Students shall not make any audio, video or photographic recordings of any kind whatsoever while in a clinical setting.
- The use of any personal electronic devices including smart watches and cellphones is prohibited during class unless pre-approved by course faculty.

Social Media Sites

Nursing students will be held responsible for all information shared or distributed via any Social Media site associated with their name; any information shared or distributed via any Social Media site associated with that student’s name will be presumed to have been posted by that student, absent convincing evidence to the contrary. In addition, AUSON students are prohibited from the following:

- Commenting on current, past or future clinical sites, faculty, clinical faculty, nurses, patients or experiences;

- Violating patient rights, confidentiality or privacy, including using patients' name or any identifier, including initials, hospital name, community site, any personal health information, and procedures seen or participated in;
- *Transmitting any images, audio or video of any patients, their family, or facility staff at outpatient clinics, hospitals, sporting events, and University sponsored events
- *Transmitting patient's family and or visitor information; and
- Communicating any information which is unbecoming of an AUSON student or that reflects negatively upon AUSON, Auburn University or the Nursing Profession.

*Transmitting means to pass on from one person/place to another (which includes posting, sending, receiving or texting)

Consequences

Violation of the AUSON Social Media Policy may result in disciplinary action, including but not limited to formal reprimand, suspension, course and or clinical failure or dismissal from the nursing program. In addition, students may be held liable for civil or criminal penalties resulting from the violation of state, local, or federal law or regulations.

By signing my name below, I certify that I have read the AUSON Social Media Policy, reviewed the related references, I understand it, and that I agree to be bound by it:

Signature of Student

Date

Printed Name of Student

Related References

<https://www.youtube.com/watch?v=i9FBEiZRnmo>

HIPAA – <http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html>

FERPA – <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

ANA – Social Media Networking Principles

NCSBN – https://www.ncsbn.org/Social_Media.pdf

AUBURN UNIVERSITY TALENT RELEASE FORM

I do hereby authorize Auburn University, and those acting pursuant to its authority to:

- Record my participation and appearance on videotape, audiotape, film, photograph or any other medium.
- Exhibit or distribute such recording in whole or in part without restrictions or limitation for any educational or promotional purpose, which Auburn University and those acting pursuant to its authority, deem appropriate.

I further release Auburn University and those acting under its authority from any and all claims of damage for libel, slander, invasion of the right of privacy or any other claims based on, arising out of, or connected with the use of said recording.

Name

Hometown (City, State - Country if not US)

E-mail

Signature

Parent/Guardian Signature (if under 19)

Student Handbook Acknowledgement

Student signature on this page is acknowledgement that the content within the handbook has been read, understood, and the student agrees to abide by the outlined policies and procedures. This form will be collected at orientation.

Signature

Printed Name of Student

Date

***"I shall be telling this with a sigh somewhere
ages and ages hence: Two roads diverged in
a wood, and I-- I took the one less traveled by,
And that has made all the difference."***

***Robert Frost
The Road Not Taken***